

English at Rivenhall C of E Primary School

Intent:

At Rivenhall C of E Primary we use our curriculum drivers of: *'enabling learning'* and *'inspiring aspiration'* to promote high standards of language and literacy which will give the children the tools to become successful, literate members of society.

Through **reading** we aim to enable pupils to read easily, fluently and with good understanding. We encourage the children to read widely and often for both pleasure and information. Through their reading we intend for the children to broaden their vocabulary. With the children regularly reading we aim to enable pupils to understand an author's creativity and the structure and characteristics of different language forms and genre.

Through the **writing** of a range of different text types we aim to promote writing as a major form of communication. We intend for pupils to write clearly, accurately and coherently by adapting their language and style to fit a range of contexts, purposes and audiences. We also wish to provide pupils with the tools to broaden their vocabulary and develop an understanding of grammar and linguistic conventions in writing.

Through **speaking and listening** opportunities, we encourage children to elaborate upon and explain clearly their understanding and ideas. We encourage children to engage with a range of audiences in a variety of contexts and for differing purposes including making formal presentations and participating in debates. We also encourage the children to listen, understand and respond appropriately to other people.

Implementation:

Our intentions are embedded across our English lessons and the wider curriculum. We have developed a well organised English curriculum, based upon the objectives of the 2014 National Curriculum. The lessons provide many purposeful opportunities for reading, writing and discussion. We use enhancements, quality texts and visual media to stimulate a love of reading, writing and discussion.

The school has an EYFS/Year 1 class, a Year 1/2 class, a Year 3/4 class and a Year 5/6 class. English is taught daily in each class by the class teacher with additional support from LSAs.

We teach reading, writing and speaking and speaking and listening in the Foundation Stage class as an integral part of the topic work covered during the year. We relate the reading and writing aspects of the children's work to the objectives set out in the Early Years Statutory Framework. Every child is heard read by an adult each week, either individually or as part of a guided reading session. They receive daily phonics lessons. Children are encouraged to begin communicating their experiences on paper with a range of mark-making equipment (often known as emergent writing) which they are then encouraged to develop further into writing simple sentences. This is often linked to role-play activities in the classroom and outdoor play area. Children are introduced to the correct formation of letters through tracing and copy writing as part of their phonics sessions.

In Years 1-6 Writing is taught through daily English sessions which can incorporate whole class shared writing sessions, guided group writing sessions and/or individual sessions led by the class teacher and assisted by the LSA. It is further supplemented by writing across the curriculum. As children move through the school, greater expectations and opportunities for extended writing develop stamina for all children. Year Six receive additional writing sessions in order to build their writing skills ready for secondary school. The children edit and improve their learning under the guidance of the class teacher using the IMPROVE strategy. They follow this systematic process in Paired Publishing and individual Purple Polishing time to edit and improve their writing.

Reading is taught throughout the curriculum and through group guided reading sessions, individual sessions and as part of daily phonics sessions (Phonics Bug) in EYFS and KS1. CGP Comprehension texts are used to teach and develop children's comprehension skills. These are supplemented by further texts as the class teacher sees fit. The Fabulous Fluency Project is run in Yrs1-4 throughout the academic year and in EYFS from the second summer term, to develop children's fluency and comprehension skills. The Rivenhall Rainbow Reading Challenge is run across the entire school to develop reading for pleasure within the children. Recommended

Reading lists are available for each year group. The Library contains texts from these lists and the children are given regular opportunities to borrow the texts and read them away from school.

No Nonsense Spelling supplements the teaching of spelling and grammar which is covered throughout the curriculum. Additional lessons are added as the class teacher sees fit.

Specific handwriting lessons take place daily within KS1 and weekly within each LKS2 class using the Letter Join program in order for the children to develop a fluid cursive style. Perfect Presentation is strongly encouraged within the school.

There is a long term planning detailing the teaching of reading and writing across the school. All teachers have produced a long term plan detailing the genres to be covered, texts to support this and cross curricular links that can be made to develop English skills further. The texts selected by the teachers within each genre provide a context for written tasks. Children are 'immersed' in the writing process through 'formal' punctuation, vocabulary, spelling and grammar work (Grammar Bug and No Nonsense Spelling) and through different forms of planning, editing and evaluating.

Physical writing takes place throughout the process, covering all genres, National Curriculum objectives and linking to different curriculum areas.

Differentiation is achieved through the use of questioning, graded texts, success criteria, level of adult support and degree of challenge.

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